

Work sample: Discussion of film – *Matilda*

Relevant part of the achievement standard

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues, and make inferences, drawing on textual evidence, increasing awareness of purpose, audience and context, and knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

Summary of task

Students viewed the film *Matilda* directed by Danny DeVito and participated in a series of activities and class discussions on the techniques used. They were asked to write an essay in response to the following question:

What techniques has the director of the film *Matilda* used to let the viewer know Miss Honey is a ‘goodie’ and Ms Trunchbull is a baddie’?

The essay was written in class, timed (1 hour) and notes were allowed. Students were given the following instructions:

In your introduction, you need to:

- introduce the film (title and director)
- explain the theme
- mention the main characters and how they relate to the film
- finish with the techniques used.

In the body of your essay, you need to:

- describe Miss Honey and Miss Trunchbull

In your conclusion, you need to:

- give your opinion as to whether the techniques the director used were successful in letting the viewer know Miss Honey is a ‘goodie’ and Ms Trunchbull is a ‘baddie’ and why

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

Work sample: Discussion of film – *Matilda*

Matilda Essay

The movie *Matilda* is a hilarious family comedy movie directed by Danny De Vito, based on the classic written by Roald Dahl. It is about a little girl called Matilda who is determined to ~~bring~~ teach her evil parents and principal a lesson. and of course, she had help from her lovely teacher, Miss Honey.

Miss Honey is the good person in *Matilda*. We see this through both her appearance and her personality. Miss Honey is always smiling at her students and she is a very attractive person who is enjoyable to be around. She wears very pretty, floral dresses, flat shoes and beautiful necklaces.

Miss Honey is a very calm, peaceful and understanding person and tries to make learning fun for the kids. like when she taught them a poem to help them spell difficulty.

The director has used many techniques to point out that Miss Honey is a good person. for instance, he has used bright but soft lighting

Annotations

Establishes a clear personal response to the text.

Provides a succinct summary of the key idea, using evaluative language to introduce the characters.

Identifies and explains key idea adding detail from the text to support the interpretation.

Uses evidence from the text that demonstrates understanding of how an audience can be positioned.

Work sample: Discussion of film – *Matilda*

Ms Trunchbull is definitely the bad person in *Matilda*. Her ~~appearance~~ ^{personality} and ~~personality~~ ^{appearance} show this all.

Ms Trunchbull is an awful, mean and aggressive person who hates children. She dresses in very military styled clothes. These include big buckled belts, black boots, socks the come up to her knees and a big, black coat. She always has her ~~to~~ hair tied back in a bun very tightly.

The reason it is obvious that Ms Trunchbull is the 'baddie' is because of the techniques the director has used. These include features like dull lighting, the low angle shots when she looks down at her students and her music. One of the scenes where the music has created suspense was the scene where Ms Trunchbull was walking down the hall way to see who was in her house.

I think these techniques really worked. ~~the~~ Right from the first scene where I saw Miss Honey I knew that she was a 'goodie'. This was because in the first scene she was ~~gently~~ carefully untangling Amber's hair. The music, lighting, shots and angles all really helped show that Miss Honey was the good and that Ms Trunchbull was the 'baddie'.

Annotations

Uses comparison to illustrate the point being made about the main character.

Maintains a consistent line of argument supported by relevant textual detail.

Uses punctuation, paragraphs and sentence structure accurately.

Expresses and justifies own opinion.

Annotation summary

This work sample demonstrates a clear and consistent point of view, established and supported by close references to the text. Knowledge of how audiences can be positioned is evident throughout the discussion. It provides evidence of accurate use of sentence structure, paragraphs and punctuation that contributes to clarity and coherence.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.